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### Unemployment Anxiety and Hopelessness in University Students

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**Unemployment Anxiety and Hopelessness in University Students****Yahya Gökhan YALÇIN<sup>1</sup>****ARTICLE INFORMATION**

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**Volume:** 3, No: 2**Pages:** 130-146**ABSTRACT**

This study aims to examine the Unemployment Anxiety and Hopelessness levels of senior students of the Faculty of Sport Sciences. While the population of the study consists of senior students of the faculty of sports science, the sample group consists of 732 senior students, 209 women and 523 men, studying at Sports Sciences Faculties of Selçuk University, Niğde Ömer Halis Demir University, Aksaray University, Düzce University and Bursa Uludağ University. Ethics Committee approval no.145 was obtained from the "Selçuk University Faculty of Sports Sciences Non-Interventional Clinical Research Ethics Committee" for the study. While the personal information form created by the researcher was used to obtain socio-demographic data, the "Unemployment Anxiety" scale prepared by Ersoy-Kart and Erdost (2008) to measure the perceptions of students about being unemployed was used to determine unemployment anxiety. The scale was composed of psychometric questions prepared by Dursun and Aytaç (2009) in line with the relevant literature to determine the unemployment anxiety levels of students. Tekin Tayfun and Korkmaz (2016) used these psychometric questions and created a 25-item unemployment anxiety scale. The Beck Hopelessness Scale, which was developed by Beck et al. (1974) to measure the individual's negative perspectives towards the future, was used to determine hopelessness levels. The variance and homogeneity of the data were tested, the Independent Samples t test was used for pairwise comparisons, the One Way Anova test was used for multiple comparisons, and the Tukey HSD test was used to determine the source of difference. It was determined that the value of men in the dimension of environmental pressure depending on the gender factor was statistically higher than the value of women ( $p<0.05$ ), and the change in other dimensions was not statistically significant. While it was found that the hopelessness value of women was statistically higher than the value of men ( $p<0.05$ ), no statistical change was observed in the dimensions of unemployment anxiety and hopelessness depending on the age, economic status and field of study. In the light of these findings, it can be said that men have more unemployment anxiety, while women experience hopelessness at a higher level than men.

**Keywords:** Anxiety, Hopelessness, Sport, Unemployment

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## INTRODUCTION

University students make up a large part of the young population. In our country, there are more than a hundred schools and faculties affiliated to state and private universities that provide sports education. Although they are divided into different departments in some faculties and schools, thousands of students have the opportunity to receive 4-year sports education in the departments of Physical Education and Sports Teaching, Sports Management, Recreation and Coaching Education. Graduates have many different career choices and employment areas, which include working under contract in health, culture and sports departments or in the units affiliated to the ministry of sports, working as academicians at universities, as coaches in private and public institutions and organizations and as teachers in state, private and military schools. There are also job opportunities in various branches of the clubs such as being a coach, conditioner, analyst, masseur. It is also possible to have professions that require special education and skills such as sports manager, sports operator, recreationist. Creating more opportunities and resources for these schools, where high-quality sports people and managers are trained, will also form the basis of a healthy society and sports culture.

People need a job to survive and meet their basic needs, and the concept of job means much more than earning money to ensure the continuity of life. Job is expressed as activities carried out in a workplace by revealing professional knowledge and skills (Usluer, 2005). Individuals may experience physical and mental problems when the preservation of the current job poses a problem and job security disappears. It is reported that according to Dökmen (1989) young people who have just started university experience problems in adapting to dormitory life, while senior students are concerned about the future and finding a job (cited by Koç and Polat, 2006). Gök (2015) defines unemployment as the inactivity of individuals to use their physical and mental powers for whatever reason. Unemployment is more complex than being a single issue. Işığışok (2019) reports that unemployment also leads to many economic, social and psychological problems. It is the uncertainty about finding a job that causes university students to experience psychological effects such as anxiety and hopelessness (Tekin Tayfun & Korkmaz, 2016).

The WESO Trends report indicates that in 2022, the global workforce participation rate is expected to be 1.2% points lower than in 2019, pointing to significant differences in the impact of the crisis on workers and country groups (www.ilo.org, 2022). In Turkey, in addition to the unemployed in the 15-34 age group, 10,350,000 young people are not included in the workforce, 734,000 university graduates are unemployed, and 1,214,000 graduates are not considered in the workforce (Unemployment and Employment Report, 2022). In the Global Employment Trends report, ILO (2008) states that youth unemployment is 3 times higher than adult unemployment. This figure is an indicator of how big the youth unemployment problem is.

Kelleci and Türk (2016) state that youth unemployment includes individuals between the ages of 15-24 who have the will and power to work, but can not find a job they want despite their search. The concept of youth and age classification may differ in many countries. Many different variables such as socio-cultural structure, social roles, economic structure and educational inadequacies can be seen as the reason for this difference. Yentürk and Başlevent (2007) report that youth in Turkey covers the age range of 15-29 depending on various factors. In underdeveloped countries, individuals who have to start working during their childhood and youth may experience great problems in completing their education and realizing themselves. Job and employment are very important factors for individuals to shape their individual and social identities and regulate their lives, incomes, self-esteem, socio-economic status and

political positions (Calderon, 2004). According to the International Labour Organization, the youth population (15-24 years old) increased from 1 billion to 1.3 billion between 1999-2019, but the number of young people participating in employment decreased from 568 million to 497 million, and young people are 3 times more likely to be unemployed than adults aged 25 and over. The fact that young people are trained in an area of their own interests and have a suitable profession accordingly will be the basis of a happy and peaceful society. After graduating, young people cannot find a job they do not like but have to do, let alone doing a job they love. This causes young people to experience not only economic but also socio-cultural and psychological problems.

In the general sense, anxiety includes events that have not yet happened, and worries and concerns about the future. The idea of confronting a danger that has no specific reason can cause anxiety and tension (Cüceloğlu, 1996). Tang and Gibson (2005) define anxiety as a subjective emotion that is uncertain, develops out of control, and arises from the evaluation of threats to possible harm that may occur in the future. Paolini et al (2006) report that anxiety is associated with many different negative emotional experiences such as depression, loneliness, difficulty in recognizing and evaluating emotions, social distance, general emotional distress, and low satisfaction with life. Kaya and Varol (2004) point out that anxiety can show psychiatric symptoms such as fear, insecurity, restlessness, panic and confusion in addition to physical symptoms. Çakmak and Hevadanlı (2005) state that the increase of anxiety causes the individual not to know how to deal with the future and to remain indecisive. Therefore, negative emotions and behaviors of individuals should be kept at a controllable level and should not turn into negative behaviors.

Hopelessness is regarded as a state that includes the expectation of a negative rather than a positive outcome in the future (Abramson et al., 1989). Abela and Paybe (2000) report that the first symptoms of hopelessness are lack of motivation and sadness, while the secondary symptoms are negative thoughts such as suicidal ideation, low energy, psychomotor disorders, sleep disorders, inattention, and low self-perception. In this critical period when university students face orientation problems and look for solutions to social, cultural and psychological problems, they also have to seek solutions to problems such as future anxiety and finding a job.

In addition to its importance mentioned above, the transition to university is generally called a critical period because it is a difficult and complex process in terms of personal, social and academic aspects (Aladağ, Kağnıcı, Tuna, & Tezer, 2003).

Although it is seen that unemployment is divided into different classes and groups in the literature, it is considered as the concept of open and hidden unemployment in the most general sense. While open unemployment is defined as the individual's desire to work and inability to find a job despite his efforts (Uyar Bozdağlıoğlu, 2008), hidden unemployment is the unemployment of people who apparently work but work below normal due to avoidable or unavoidable reasons, in other words, the unemployment of people working with low efficiency (Zaim, 1997).

It would not be wrong to say that sports is an industry today. Sports sector includes many different elements and units such as athletes, coaches, assistant coaches, managers, conditioners, match and competition analysts, masseurs, physiotherapists, sports organizers, media and its elements, training programmers and employees of sports units at universities, private institution personnel, equipment and material providers and the personnel of this sector, employees in sports facilities and fields, sponsors, marketing services and their employees. In order to provide employment based on merit and competence in such a wide area, it is a necessity to determine the job descriptions and qualifications of all units. Mumcu et al. (2019) emphasize that the sports industry has a direct relationship with sectors such as education,

media, textile, tourism, wellness, health and entertainment, and also indirect relationship with sectors such as automotive, yachting, construction trade, electronics, and landscaping, and state that it provides employment on a large scale. Although it covers such a wide area, the employment problem of the workforce trained in sports fields is an issue that needs to be solved. Negative situation expectations related to the thought that university students cannot do their own professions and that different factors will prevent this may cause them to despair. Taşmektepligil et al. (2009) report that the job opportunities of individuals studying at universities that meet the personnel needs in the sports sector in Turkey are decreasing. Being aware of the employment areas and job opportunities that will be provided to the young people who receive sports training will pave the way for the creation of an environment that will enable them to make conscious choices. Increasing the scope and number of studies in this field is thought to contribute to the prevention of unemployment in the field of sports. It is thought that this study, which aims to examine the Unemployment Anxiety and Hopelessness levels of the senior students of the Faculty of Sport Sciences, will shed light on studies in different scopes and dimensions and contribute to the prevention of unemployment in the field of sports.

## METHOD

### **The population and the Sample Group of the Study**

While the population of the study consists of senior students of the faculty of sports science, the sample group consists of 732 senior students, 209 women and 523 men, studying at Selçuk University, Niğde Ömer Halis Demir University, Aksaray University, Düzce University and Bursa Uludağ University Sports Sciences Faculties. The accessibility of the universities included in the study was taken as a basis in the selection of the sample, and it was determined that the total number of students was sufficient for the sample group and compatible with the questions of the scale.

### **Data Collection Tools**

While the personal information form created by the researcher was used to obtain socio-demographic data, the Unemployment Anxiety Scale was used to determine unemployment anxiety, and the Beck Hopelessness Scale was used to determine the change in hopelessness dimensions.

### ***Unemployment Anxiety Scale***

The "Unemployment Anxiety" scale prepared by Ersoy-Kart and Erdost (2008) to measure students' perceptions of being unemployed was used in the study. The scale was composed of psychometric questions prepared by Dursun and Aytaç (2009) in line with the relevant literature to determine the unemployment anxiety levels of students. Tekin Tayfun and Korkmaz (2016) used these psychometric questions and created a 25-item unemployment anxiety scale. The scale was examined in 4 dimensions: personal pessimism and lack of self-confidence (first 5 items), social pressure (8 items), lack of qualitative knowledge and skills (4 items) and difficulties in employment (8 items).

**Beck Hopelessness Scale**

It is a self-assessment type scale developed by Beck et al. (1974) to measure an individual's negative perspectives towards the future and adapted into Turkish by Seber (1991). The scale consists of 20 questions and 3 factors as “feelings and expectations about the future”, “loss of motivation” and “hope”. The statements in the scale are answered as yes or no and are scored as 0-1. Each answer that matches the key gets 1 point, and each answer that doesn't match the key gets 0 points. The scale score that can be achieved is in the range of 0-20 and indicates the hopelessness score of the person. If this score is high, it is accepted that the level of hopelessness of the individual is high (Seber & Dilbaz 1993; Durak & Palabıyıkoglu 1994).

**Data Collection and Statistical Analysis**

Variance and homogeneity of the data were tested, Independent Samples t-test was used for pairwise comparisons, One Way Anova was used for multiple comparisons, and Tukey HSD test was used to determine the source of difference. The significance level was accepted as 0.05.

**FINDINGS**

In this section, statistical evaluation of the data was made and the results of the evaluation were shown in tables.

**Table 1.** Changes in Unemployment Anxiety Dimensions Depending on Gender Factor

Gender	n	%	Personal Pessimism		Social Pressure		Qualitative Knowledge and Skills		Employment		General Unemployment	
			x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Woman	209	28,55	3,65	0,63	3,60	0,46	3,73	0,70	3,74	0,49	3,68	0,31
Man	523	71,45	3,67	0,69	3,69	0,48	3,71	0,66	3,72	0,42	3,70	0,29
Total	732	100	3,66	0,67	3,66	0,48	3,71	0,67	3,73	0,44	3,69	0,29
t			-,459		-2,486		,520		,421		-,979	
p			,634		,012 *		,593		,654		,312	

\*p<.05

As can be seen in Table 1, it was determined that the value for men in the social pressure dimension is statistically higher than the value for women (p<0.05), and the change in other dimensions is not statistically significant.

**Table 2.** Changes in Hopelessness Dimensions Depending on Gender

Gender	n	%	Feelings about the Future		Loss of Motivation		Future Expectations		General Hopelessness	
			x	Sd	x	Sd	x	Sd	x	Sd
Woman	209	28,55	3,92	0,97	6,49	1,11	4,15	0,79	14,56	1,58
Man	523	71,45	3,67	1,00	6,09	1,22	3,82	0,94	13,58	1,78
Total	732	100	3,74	1,00	6,20	1,20	3,91	0,91	13,86	1,78
t			3,163		4,085		4,845		6,971	
p			,001 *		,000 *		,000 *		,000 *	

\*p<.05

As can be seen in Table 2, it was determined that the mean values of men in all dimensions of hopelessness dimensions were statistically higher than the values of women ( $p < 0.05$ ).

**Table 3.** Changes in Unemployment Anxiety Depending on Age

Age	n	%	Personal Pessimism		Social Pressure		Qualitative Knowledge and Skills		Employment		General Unemployment	
			x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
18-23	369	50,41	3,65	0,68	3,69	0,47	3,73	0,63	3,74	0,42	3,71	0,28
24-29	252	34,43	3,67	0,68	3,64	0,48	3,67	0,71	3,70	0,47	3,67	0,31
30 and over	111	15,16	3,68	0,61	3,64	0,48	3,77	0,70	3,74	0,45	3,70	0,29
<b>F</b>			,091		1,171		,979		,542		1,161	
<b>P</b>			,913		,311		,376		,582		,314	

As can be seen in Table 3, depending on age factor no statistical change was observed in the dimensions of unemployment anxiety.

**Table 4.** Changes in Hopelessness Dimensions Depending on Age

Age	n	%	Feelings about the Future		Loss of Motivation		Future Expectations		General Hopelessness	
			x	Sd	x	Sd	x	Sd	x	Sd
18-23	369	50,41	3,71	1,03	6,17	1,18	3,91	0,93	13,79	1,85
24-29	252	34,43	3,77	0,96	6,27	1,22	3,97	0,88	14,01	1,73
30 and over	111	15,16	3,77	0,94	6,17	1,22	3,80	0,89	13,75	1,62
<b>F</b>			,347		,564		1,302		1,393	
<b>P</b>			,707		,569		,273		,249	

As can be seen in Table 4, no statistical change was observed in the dimensions of hopelessness depending on age.

**Table 5.** Changes in the Dimensions of Unemployment Anxiety Depending on the Undergraduate Program Factor

Department	n	%	Personal Pessimism		Social pressure		Qualitative knowledge and skills		Employment		General Unemployment	
			x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Teaching	235	32,11	3,62	0,65	3,66	0,46	3,76	0,70	3,70	0,45	3,68	0,29
Sports Management	165	22,54	3,66	0,73	3,66	0,44	3,68	0,59	3,71	0,42	3,68	0,28
Coaching	188	25,68	3,72	0,66	3,65	0,51	3,75	0,68	3,77	0,44	3,72	0,30
Recreation	144	19,67	3,66	0,65	3,69	0,49	3,63	0,70	3,73	0,45	3,69	0,31
<b>F</b>			,718		,174		1,406		1,073		,781	
<b>P</b>			,542		,914		,240		,360		,505	

As can be seen in Table 5, no statistical change was found in the dimensions of unemployment anxiety depending on the undergraduate program.

**Table 6.** Changes in the Dimensions of Hopelessness Depending on the Undergraduate Program

Department	n	%	Feelings about the Future		Loss of Motivation		Future Expectations		General Hopelessness	
			x	Sd	x	Sd	x	Sd	x	Sd
Teaching	235	32,11	3,70	0,99	6,17	1,15	3,83	0,90	13,71	1,73
Sports Management	165	22,54	3,72	0,93	6,23	1,20	3,92	0,99	13,86	1,88
Coaching	188	25,68	3,84	1,09	6,30	1,17	4,00	0,88	14,14	1,80
Recreation	144	19,67	3,72	0,96	6,10	1,30	3,92	0,86	13,74	1,68
<b>F</b>			,775		,884		1,172		2,368	
<b>P</b>			,508		,449		,320		,070	

As can be seen in Table 6, no statistical change was found in the dimensions of hopelessness depending on the undergraduate program.

**Table 7.** Changes in the Dimensions of Unemployment Anxiety Depending on the Economic Situation

Economic situation	n	%	Personal Pessimism		Social pressure		Qualitative knowledge and skills		Employment		General Unemployment	
			x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
High	111	15,16	3,66	0,71	3,74	0,39	3,75	0,60	3,78	0,39	3,74	0,27
Middle	165	22,54	3,66	0,67	3,71	0,44	3,67	0,67	3,73	0,46	3,68	0,29
Low	456	62,30	3,67	0,66	3,63	0,50	3,72	0,69	3,71	0,44	3,70	0,31
<b>F</b>			,026		3,506		,512		1,141		2,240	
<b>P</b>			,974		,31		,600		,320		,107	

As can be seen in Table 7, no statistical change was observed in the dimensions of unemployment anxiety depending on the economic situation.

**Table 8.** Changes in the Dimensions of Hopelessness Depending on the Economic Situation

Economic situation	n	%	Feelings about the Future		Loss of Motivation		Future Expectations		General Hopelessness	
			x	Sd	x	Sd	x	Sd	x	Sd
High	111	15,16	3,67	0,98	6,07	1,20	3,87	0,88	13,61	1,81
Middle	165	22,54	3,79	0,97	6,21	1,18	3,91	0,91	13,91	1,74
High	456	62,30	3,65	1,07	6,29	1,24	3,95	0,94	13,89	1,84
<b>F</b>			1,474		1,108		,210		1,251	
<b>P</b>			,230		,331		,811		,287	

As can be seen in Table 8, no statistical change was observed in the dimensions of hopelessness depending on the economic situation.



## DISCUSSION AND CONCLUSION

In this study, which aims to examine the Unemployment Anxiety and Hopelessness levels of the senior students of the Faculty of Sport Sciences, it was determined that the value of men was statistically higher than the value of women in the social pressure dimension of unemployment anxiety ( $p < 0.05$ ; table 1), while the change in other dimensions was not statistically significant. In the literature, it is possible to find studies reporting that the unemployment anxiety level of men is higher than that of women (Waters & Moore 2002; Dereli & Kabataş 2009; Yüksel, 2003; Üstün et al., 2014; Ghaderi, 2009; Duman et al., 2009; Şahin, 2009; Demir et al., 2020). In this respect, the aforementioned studies are similar to the findings of our study. It is also possible to find studies where the unemployment anxiety of female students is higher than that of male students (Mutevellioğlu, 2010; Dursun & Aytaç, 2009; Karagun & Colak, 2009; Canbaz et al., 2007, Aydın & Çiftel, 2013), and studies which do not report gender-dependent change (Tumerdem 2007; Doğan & Çoban, 2009; Arslan 2007; Özçelik Kaynak & Tuna, 2020). While Waters & Moore, (2002) state that gender is an important factor in the response to unemployment, and that the unemployment anxiety level of male students is higher than that of female students. It is reported that the reason men and women respond differently to unemployment is because men traditionally take on the role of "breadwinner" (Furaker & Blomsterberg, 2003). The responsibilities, roles and status attributed to men and women in the socio-cultural structure can be seen as the reflections of unemployment in different dimensions depending on gender.

In all hopelessness dimensions, the value of women was found to be statistically higher than the value of men ( $p < 0.05$ ; Table 2). Costa & McCrae, (2001) report that the level of hopelessness is higher in adult female individuals. In his research on university students, In this respect, the results of these studies are similar to the findings of our study. Relevant literature includes studies showing that the gender variable has no effect on the hopelessness of individuals (Tercanlı & Demir, 2012; Kashani et al., 1991; Durak & Palabıyıköğlü, 1994; Ottekin 2009; Çelikel & Erkorkmaz 2008) and studies in which the hopelessness level of men is higher than that of women (Özmen et al., 2008; Çelikel & Erkorkmaz, 2008; Rodríguez-Naranjo, Caño 2016; Yıldırım & Keskinliç, 2017; Kula & Saraç, 2017; Özçelik Kaynak & Tuna, 2020). In their study on the factors of hopelessness and loneliness in adolescents, Pavlova & Bannikov, (2015) found that women tend to believe in their future less than men, and they feel more lonely and misunderstood. Bianchin & Angrilli, (2012) report that women have higher biological sensitivity to the negative effects of stressful life events. In this respect, the findings of the studies of Pavlova & Bannikov, (2015) and Biancin Angrilli, (2012) support the results of our study.

In this study, no statistical change was observed in the dimensions of unemployment anxiety and hopelessness depending on the age factor (table 3; table 4). It is seen that literature includes many studies (Ergin 2009; Deveci et al., 2012; Tekin Tayfun & Korkmaz, 2016; Demir et al., 2019) showing that unemployment anxiety does not show a statistical change according to age groups. The aforementioned studies are in line with the findings of our study in this respect. While Demir et al., (2019) did not report a statistical change depending on age groups in their studies on unemployment anxiety and entrepreneurship levels of university students, Özçelik Kaynak & Tuna, (2020) reported statistical changes in unemployment anxiety based on the age factor. It is possible to find many studies in the literature that do not report a change in hopelessness levels depending on age (Atalay 2011; Erol 2018; Özben & Argun, 2003; Charles et al., 1989; Özçelik Kaynak & Tuna, 2020). In this respect, the mentioned studies support the findings of our study. It is seen that there are some studies (Cebeci, 2021; Çavuş, 2016; Pakdemir, 2011; Ağır, 2007) reporting statistical changes in hopelessness levels depending on age in the relevant literature. Factors such as social structure, sample group,

socio-cultural differences can be shown as the reason for the age-related changes in the literature.

No statistical change was observed in the dimensions of unemployment anxiety and hopelessness depending on the department of the students (table 5; table 6). In their study on the hopelessness, self-esteem and loneliness levels of high school students, Baran et al., (2015) reported that the hopelessness and loneliness scores of the students showed significant differences according to school types, gender and family income, and that there is a positive relationship between hopelessness and loneliness levels. Demir et al., (2019) did not report a statistical change in unemployment anxiety values depending on the departments of the students. In their study, Menevşe & Şeker, (2020) reported statistical changes in all sub-dimensions regarding the unemployment anxiety of students in different disciplines. In this respect, the findings of our study are similar to the studies of Demir et al., (2019) and Menevşe & Şeker, (2020). Ilgar & Cihan, (2019) stated that the lack of employment opportunities for graduates of sports sciences may create anxiety for the future in individuals. It is very thought-provoking that individuals studying in the field of sports experience unemployment and anxiety even though this field offers a wide range of jobs and employment. In their study on university students, Ersoy-Kart & Erdost, (2008) reported statistical changes due to differences in education fields. Duman, (2004) pointed out that individuals who graduate from different fields experience different employment problems. Üstün et al., (2014) reported a statistical change depending on the school factor in their study on the hopelessness levels of university senior students about finding a job. In this study, although no statistical change was observed in the dimensions of unemployment anxiety depending on the field of study, it is seen that the average values are higher than similar studies in the literature. Depending on our study findings, it can be said that all of the students who receive sports training experience unemployment anxiety at a high level regardless of the field difference.

It was determined that low-income students had a statistically lower value than middle- and high-income students in the social pressure dimension of unemployment anxiety ( $p < 0.05$ ; Table 7), there was no statistical change in other dimensions, and there was no statistical difference in hopelessness dimensions depending on the income factor (table 8). The literature includes a wide range of studies (Ergin 2009; Akgün et al., 2007; Çakmak & Hevedanlı, 2005; Balkaya 2017; Namdar 2018; Bozkurt 2004; Tekin Tayfun & Korkmaz, 2016; Dereli & Kabataş, 2009) indicating that unemployment anxiety does not depend on income level. Üstün et al., (2014) did not report a statistical change in the level of hopelessness about finding a job among university seniors depending on demographic factors. Young people expecting to be employed in the field of sports have to evaluate the first choice they come across rather than looking for a suitable job in order not to be unemployed, to establish a family and to avoid financial difficulties in the future. Therefore, while evaluating job opportunities, young people can choose a job regardless of whether the job is suitable for their own characteristics and education, rather than not being unemployed and being described as unemployed. Ataçoçuğu & Zelyurt, (2017) reported that in addition to the long periods of unemployment, young people who graduated from the faculty of sports sciences are forced to work outside their field of education and that the subjective factors in the terms and conditions of employment are effective in their unemployment. Young people are worried about having a job in a high position, as well as a job that will satisfy them financially and morally. Ersoy-Kart & Erdost, (2008) reported that young people have to receive financial support from their families due to their unemployment, which leads them to have negative emotions and behaviors. It would not be wrong to say that the requirements and obligations related to the concept of overtime rather than efficiency and quality are hidden in the works that individuals do unwillingly.

Although no statistical change was observed in the hopelessness of the students depending on the income factor, the high average values can be considered as a remarkable result. However, found that there was a positive and significant relationship between the economic situation and the anxiety level of the students. The literature includes many studies indicating that the level of hopelessness is associated with low family income (Özmen et al., 2008; Çelikel & Korkmaz, 2008; Bayrak et al., 2016; Tümkeya, 2005). Şahin (2009) reported that low-income students had higher hopelessness level scores than middle and high-income groups, and Duman et al., (2009) reported that low-income groups had a higher hopelessness average than high-income groups. While Atalay, (2020) found that individuals studying in sports sciences have high anxiety about being employed, Ataçoçuğu & Zelyurt, (2017) reported that there is an employment problem in the field of sports and that graduates prefer to endure underemployment rather than being unemployed. The sports industry is a very large sector that feeds itself. Our perspective and respect for sports and professions in the field of sports will increase with the social internalization of sports culture. In the field of Sports Sciences, field transitions should be prevented by making occupational definitions suitable for each field. Arbitrary and political employment practices with certificates issued by organizing short-term courses should be abolished. The sports industry is a very large sector that feeds itself. Our perspective and respect for sports and professions in the field of sports will increase with the social internalization of sports culture. In the field of Sports Sciences, field transitions should be prevented by making job definitions suitable for each field of education. Arbitrary and political employment practices should be abolished with the certificates given by organizing short-term courses. Pennington, (2021) schools and sports scientists can be influential in guiding students' future life views. Yazıcı & Koçak, (2018) state that the employment and career of sports graduates are affected by the country's education and political system, the personal characteristics of the individual, and the industry itself. University students, who are worried about their future and have lost hope, will not be able to make a healthy choice with negative emotions and behaviors, and they will be able to turn to a profession outside of their own field of education that they are not happy with. Negative emotions and behaviors such as unemployment and hopelessness can be prevented by introducing sports career, employment and working areas to young people with an effective guidance system. University students, who are worried about their future and have lost hope, will not be able to make healthy choices with negative emotions and behaviors, and they will turn to professions different from their own field of education that they are not happy with. Negative emotions and behaviors such as unemployment and hopelessness can be prevented by introducing sports career, employment and business fields to young people with an effective guidance system.

Based on the findings of this study, it can be said that while men experience unemployment anxiety more, women are more hopeless than men because they are more affected by the current situation and that social structure, social norms and status as well as gender-related emotions and behaviors are the cause of this differentiation.

### **Limitations and Recommendations**

This study was limited to students studying at different faculties in 2022. Future studies should be done more comprehensively by increasing the number of participants. In addition, the age groups and academic achievements of the participants should also be considered.

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